

Textbook Alignment to the Utah Core –Guitar

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **Guitar Core Curriculum**

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Produce a beautiful tone.

•	Produce an acceptable tone over a limited range of the guitar using proper posture, left and right hand position, and finger stroke.			
•	Diagnose the cause of unacceptable tone personally and in the tone of other students.			
•	Present and teach the principles of proper posture, hand position, and finger stroke to other students.			
•	Consistently use proper posture, hand position, and finger stroke with less prompting by the teacher as study continues.			
Objective B: Demonstrate technical performance skills.				
•	Distinguish between sharpness and flatness in pitch.			
•	Demonstrate proper tuning techniques including matching pitch from a keyboard, another guitar, or pitch pipe and tuning the guitar to itself using the “fifth fret” tuning method.			
•	Perform the following chords in first position: A, Amaj7, A7, A7sus, Am, Am7, B7, Bm, C, Cmaj7, C7, D, Dmaj7, D7, Dm, Dm7, E, E7, E7sus, Em, Em7, F, Fmaj7, G, G7.			
Objective C: Demonstrate notational literacy.				
•	Identify and correctly explain standard notation symbols in guitar music.			
•	Explain how to interpret guitar tablature correctly.			
•	Read guitar music written in chord symbols, tablature, or standard notation.			
Objective D: Demonstrate productive rehearsal habits.				
•	Show respect for the rehearsal process.			
•	Contribute positively to the risk-taking classroom environment.			
•	Assist in the organization and care of music department supplies, facilities, and equipment.			
Objective E: Demonstrate knowledge, use, and care of selected				
•	Identify and explain the head, tuning machines, nut, neck fret board, frets, strings, soundhole, bridge, saddle, body, and waist of the guitar.			
•	Explain and demonstrate string replacement, use of case, proper environment, and cleaning of the guitar.			

•	Explain the evolution of instruments that preceded the guitar.			
Objective F: Perform varied repertoire.				
•	Perform a variety of simple melodies.			
•	Perform simple songs with a variety of strumming patterns, hammer-ons, pull-offs, bass runs, etc.			
•	Demonstrate a sense of rhythm and the ability to sing on pitch.			
•	Sing simple familiar songs while accompanying self.			
STANDARD II: (Create): Students will improvise and compose music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise rhythmic and melodic ideas and phrases.				
•	Perform melodic, rhythmic, and chordal call/response, question/answer activities.			
•	Play back simple scale fragments or rhythm motives with and without accompaniment.			
•	Play back chord progressions from familiar songs and/or create an accompaniment pattern within the chord progression.			
Objective B: Record musical thoughts in standard notation.				
•	Accurately count, clap, and play rhythms using various time signatures.			
•	Identify the key, meter, and form of simple songs.			
•	Notate simple single-note melodies within a given chord progression.			
•	Write a simplified lead sheet of a simple song.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Analyze and evaluate musical examples				
•	List, using the vocabulary of music, important criteria for determining the quality of a music performance.			
•	Using this list, identify, analyze, and evaluate strengths and weaknesses in performance.			
•	Prescribe adjustments needed to strengthen individual and ensemble performance.			
•	In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.			
Objective B: Evaluate ensemble performances.				
•	List important criteria for determining the quality of a music performance.			
•	Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.			
•	Demonstrate proper behavior while at a concert.			
•	Compare/contrast live musical performances with recordings.			
Objective C: Document personal growth as a musician.				
•	Using the criteria from Objective A, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
•	Explain how the quality of own performance affects the performance of the whole group.			

STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			